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ABSTRACT

This essays in this book contain valuable and up-to-date information about current issues and developments in assessing special educational needs. The context of the book is the mainstream setting in the United Kingdom. The aim of these chapters is to consider special needs in inclusive education, consistent with British special needs legislation. The following chapters are included: (1) "From the Task Group on Assessment and Testing to Standard Assessment Tasks and Tests" (Lea Pearson); (2) "The 1981 Education Act: A Critical Review of Assessment Principles and Practice" (Trevor Bryans); (3) "Assessing for Special Needs and Supporting Learning in the Early Years and Nursery Education" (Sonya Hinton); (4) "Baseline Assessment and Special Educational Needs" (Geoff Lindsay); (5) "Primary Special Needs and National Curriculum Assessment" (Rea Reason); (6) "Assessing for Special Needs in the Secondary School" (Carol Wyllyams); (7) "Entitlement and Ownership: Assessment in Further and Higher Education and Training" (Jenny Corbett); (8) "Interdisciplinary Perspectives on Assessment" (Ron Davie); (9) "Involving Parents in Assessment" (Sheila Wolfendale); and (10) "Towards an Interactive System of Assessment" (Miles Halliwell and Tom Williams). Each chapter contains references. (Contains six figures and one table.) (SLD)

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